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ABBREVIATIONS AND ACRONYMS

AATAZ	Anti-AIDS Teachers Association of Zambia
ADRA	Adventist Development Relief Agency
AB	Abstinence and/or Being Faithful
AEI	African Education Initiative
AIR	American Institutes for Research
CAG	Community Action Group
CAH	Children Affected by HIV/AIDS
CBO	Community Based Organization
CDC	Curriculum Development Center (MOE)
CHANGES2	Community Health and Nutrition, Gender and Education Support-2
CHEP	Copperbelt Health Education Project
COE	College of Education
COSETCO	Copperbelt Secondary Education Teachers College
CPD	Continuing Professional Development
DA	Development Assistance
DAD	Drug Administration Day
DATF	District AIDS Task Force
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DEST	District Education Support Team
DRC	District Resource Center
DRCC	District Resource Center Coordinator
DWAC	District Welfare Assistance Committee
EMIS	Education Management Information System
EO	Education Officer
EQUIP2	Education Quality Improvement Program-2
FAWEZA	Forum of African Women Educationalists of Zambia
FGD	Focus Group Discussion
FHT	Family Health Trust
FPP	Focal Point Person
FRESH	Focusing Resources on School Health
FTI	Fast Track Initiative
HATEC	HIV/AIDS Teacher Education Course
HIV+	HIV-positive
HPS	Health Promoting School
IEC	Information, Communication, and Education
IMC	“In My Classroom: A Guide to Reflective Practice”
IIG	Infrastructure Improvement Grant (FTI)
IR	Intermediate Result (USAID)
IT’S	Information Technology
MACO	Ministry of Agriculture and Cooperatives
MCDSS	Ministry of Community Development and Social Services.
MOE	Ministry of Education
MOH	Ministry of Health
MSL	Medical Stores Limited

NFNC	National Food and Nutrition Council
NGO	Non-Governmental Organization
NISTECO	National In-Service Teachers College
NIU	National In-Service Unit
OVC	Orphans and Vulnerable Children
PAM	Programme against Malnutrition
PATF	Provincial AIDS Task Force
PE	Physical Education
PEO	Provincial Education Officer
PEPFAR	President's Emergency Plan for AIDS Relief
PESO	Provincial Education Standards Officer
PEST	Provincial Education Support Team
PLA	Participatory Learning for Action
PMP	Performance Management Plan (USAID)
PRC	Provincial Resource Center
PRCC	Provincial Resource Center Coordinator
PS	Permanent Secretary
PSS	Psycho-social Support
RC	Resource Center
SAFE	Student Alliance for Female Education
SCP	School-Community Partnership
SEN	Special Education Needs
SESO	Senior Education Standards Officer
SEST	School Education Support Team
SHN	School Health and Nutrition
SIC	School In-Service Coordinator
SIP	School In-Service Provider
SMC	Sub-Grant Management Committee
SO	Strategic Objective (USAID)
SPRINT	School Program of In-service for a Term
SPW	Student Partnership Worldwide
SSC	School Selection Committee
TA	Technical Advisor
TCA	Theatre for Community Action
TED	Teacher Education Department
TESS	Teacher Education and Specialized Services
TGM	Teacher Group Meeting
TOR	Terms of Reference
TOT	Training of Trainers
UNZA	University of Zambia
USAID	United States Agency for International Development
WVI	World Vision International
ZAMISE	Zambia Institute of Special Education
ZBCP	Zambia Bilharzia Control Program
ZEST	Zonal Education Support Team
ZLS	Zambia Library Services

1.0 EXECUTIVE SUMMARY

The CHANGES2 program got off to a robust start in 2007 because, in addition to commencing the implementation of activities in the core program for the year, work also started in January on implementing activities targeting community schools with additional Fast Track Initiative (FTI) funds the program received for 2007. This Executive Summary highlights the main activities and achievements of the program during the January-March quarter, working in close collaboration with the Ministry of Education (MOE), as well as with the Ministry of Health (MOH) and Ministry of Community Development and Social Services (MCDSS).

The in-service training of teachers from the 412 CHANGES2's Year 2 schools started last December and was completed in January this year. In January, 491 teachers were trained in HIV/AIDS and SPRINT, bringing the total of Year 2 teachers formally trained to 1,379. The total number of teachers directly trained by CHANGES2 since the inception of the program now exceeds 9,600, which represents 22% of the entire cohort of basic education teachers in Zambia. Beyond that, through Teacher Group Meetings and other school-based teacher peer mentoring activities, an additional 13,505 teachers have been trained by the teachers who were directly trained by CHANGES2. To support these training activities, an additional 10,000 copies of the SPRINT Teacher's Guide were printed for in-service teachers in GRZ schools, teachers in community schools, and Colleges of Education. Because the SPRINT Teacher's Guide has been so well received, the Teacher Education Department (TED) in the MOE is advocating for funds to produce enough copies so that all basic education teachers in Zambia can receive their own personal copy.

Also during the quarter, considerable work was accomplished on the FTI portion of the program in developing a 10-day training package for community school teachers, and training the trainers to deliver that training to approximately 950 community school teachers in April. Not wishing to re-invent the wheel, CHANGES2 and the MOE called together representatives of NGOs and projects that have been training community school teachers, the aim being to extract and utilize the most relevant and useful lessons from those extant materials in the CHANGES2 training manual. The materials were assembled into a coherent two-week training course and were printed in preparation for April, training one teachers from each community school in CHANGES2's four focus provinces: Central, Copperbelt, Lusaka, and Southern. At the end of March, 62 trainers—two from each of CHANGES2's 31 districts—were trained to deliver the training. The April training of community school teachers will comprise the first half of the overall training, with the second two-week training of the same teachers taking place during the August school holidays.

The one major pre-service teacher education activity during the reporting period was the training of 129 College of Education tutors (lecturers) in SPRINT, HIV/AIDS, SHN, and School-Community Partnerships in eight of the 12 colleges; tutors from the remaining four colleges will be trained next quarter. The aim was to promote greater continuity and stronger linkages between the pre-service training of teachers and the in-service training of teachers in the interest of greater efficiency and effectiveness. After this training, many tutors remarked that they are in a much better position to prepare student teachers for the realities of the classroom now that they (the tutors) are cognizant of what is happening in the formal in-service training system.

As has been noted in previous quarterly reports, HIV/AIDS cuts across all CHANGES2 program components rather than being a discrete activity area. As such, HIV/AIDS is integrated into most activities described under other program component areas, for example, the aforementioned in-service training of 491 teachers, the development of the FTI community school teacher training package, and the training of 129 College of Education tutors. In addition to those activities, the training materials for the upcoming HATEC (HIV/AIDS Teacher Education Course), which will be delivered in the Colleges of Education as part of their induction (new intake) in May, were completed. The materials included a Tutor's Guide and a Student Teacher's Handbook. The training of trainers for this activity will take place in April with the actual training of student teachers beginning the second week of May. The aim of this activity is to consolidate and formalize HIV/AIDS in the College of Education curriculum to a greater extent than has been done to date so that the teaching of HIV/AIDS receives more focused attention in the Colleges of Education.

The School Health and Nutrition (SHN) component of CHANGES2 also moved ahead well during the January-March quarter. As in previous years, the first term of the school year is when de-worming takes place, and this year the same de-worming activities were carried out in Year 2 schools under the supervision of CHANGES2, the MOE, and the MOH. Although the data are incomplete at the time of writing, partial data from Year 2 schools in the three provinces show that 57,187 pupils received albendazole for intestinal worms while 5,293 pupils received praziquantel to treat bilharzia.

While the de-worming was going on, another major activity was being launched: the Health Promoting Schools (HPS) initiative. This is a formal competition in which all Year 2 CHANGES2 schools are vying for awards and prizes depending upon the level they attain on 16 SHN-related criteria such as the number and condition of latrines, the presence of hand-washing facilities, a functioning SHN committee, the effective use of SHN cards, and so on.

Two other notable SHN activities were implemented during the reporting period. First, provincial level meetings for Senior Managers from the MOE, MOH, MCDSS, and MACO were held to orient them to their roles in managing the SHN program at the provincial level. These meetings were held in Central, Copperbelt, and Southern Provinces (Lusaka had conducted their meeting earlier) and, in all, 146 senior provincial-level officers from the four line ministries participated. A second SHN activity was the distribution of SHN materials to 286 schools for use by teachers and to 12 Colleges of Education for use by tutors in their training of student-teachers. In all, 683 bilharzia flip-charts, 119,916 SHN cards, 624 tablet poles, and 871 SHN Teacher's Guides were distributed.

Finally, at the request of USAID, the CHANGES2 program started work on identifying sites for the installation of "play pumps," which are playground devices that double as pumps for pumping water into storage tanks for use by the school. CHANGES2's role in this initiative is to assist in locating appropriate sites and to facilitate pre- and post-pump installation community sensitization and training in the use of the play pumps. During the quarter, CHANGES2 identified demonstration sites in Lusaka and Livingstone, and also proposed a number of other school sites in its four provinces.

Implementation of the scholarship component of the *CHANGES2* program has taken on a new look for 2007. Whereas last year *FAWEZA* was the only local partner implementing the program, this year *CHANGES2* has taken on board two additional partners: *CHEP* and *FHT*. The three local NGOs are working in a harmonized fashion, with *FAWEZA* disbursing scholarships and implementing HIV/AIDS and OVC support activities in Eastern and Northwestern Provinces, *CHEP* in Copperbelt and Central Provinces, and *FHT* in Lusaka and Southern Provinces. During the quarter, 3,824 scholarships were distributed in the six provinces, with the remaining number to reach 4,000 to be awarded next quarter.

Additionally, an activity described last quarter—the “comfort kits” for girls, to enable them to stay in school while they have their menstrual periods each month—became operational. 3,300 cloth bags and 16,500 reusable sanitary pads were sewn by local women’s groups, and 2,970 of the 3,300 anticipated comfort kits were dispatched to the aforementioned scholarship local partners for distribution to scholarship recipients, with the remainder to be distributed next quarter. As noted in the program’s previous quarterly report for the period October-December 2006, the local supermarket chain, *Shoprite*, donated toothpaste, toothbrushes, and soap to include in the comfort kits, and those goods were formally received in January.

The training of teachers and community members to implement School-Community Partnership (SCP) activities in Year 2 *CHANGES2* schools was completed in December 2006. This quarter the SCP committees and the Community Action Groups (CAGs), sensitized and mobilized 132,674 (67,098 male and 56,577 female) community members (an average of 322 people per catchment area) on core program issues such as HIV/AIDS prevention, OVC support, SHN, and general school quality improvement. This work will be ongoing throughout the remainder of this year.

Work in the small grants component of *CHANGES2* proceeded as planned during the reporting period. Thirty (30) new proposals were reviewed by district Sub-grant Management Committees (SMCs) and approved for funding, and 13 existing grants from 2006 received their second tranches of funds to continue implementing their project activities. On the FTI side, which involves awarding grants to community schools for improvement of their physical infrastructure, much of the quarter was devoted to laying the groundwork actual grant-making can commence next quarter. This included developing and printing operational guidelines for infrastructure grants, orienting existing SMCs (618 members in all) to the FTI mandate of awarding grants for physical infrastructure in community schools, and training MOE building officers in each of 31 DEBS offices to assist with the FTI community school grants, including inculcating awareness of USAID environmental rules and regulations. Having completed the necessary planning and preparatory phase, the actual awarding of FTI grants for community schools will start next quarter.

Another important activity under the small grants component of the *CHANGES2* program during the reporting period was capacity building of the four local partners (NGOs) which are assisting in awarding small grants—*ADRA-KAFHI*, *CHEP*, *FHT*, and *PAM*. During 2006 an independent assessment of the capacity needs of the four organizations was conducted; using the findings from that assessment, a capacity building plan was developed for implementation during 2007. The capacity building started this quarter with several *CHANGES2* TAs working with *ADRA-KAFHI* to strengthen their community mobilization skills, to further develop their negotiating skills, to develop an exit strategy, and to strengthen their capacity to mentor smaller community

based organizations. This capacity building work will continue throughout 2007 for all four local partners, as well as for FAWEZA.

January-March 2007 was also a productive quarter in monitoring and evaluation. The follow-up survey of Year 1 schools was completed as was the baseline survey of Year 2 control schools. Comparisons can now be made with baseline data from Year 1 schools to show impact; a report describing program impact will be completed during next quarter. Moreover, changes in program emphases and the addition of FTI funding required a revision of the existing M&E plan for the program, which was submitted to USAID in March. Also, due to the expanding nature of the *CHANGES2* program and the concomitant increase in its complexity, it was determined that a more robust data collection and processing system was needed. To this end, a local consultant was hired this quarter to develop an Access Data Base with corresponding data collection instruments, into which data will be fed each quarter and from which reports will be generated.

An important FTI activity during 2007 related to monitoring is building MOE capacity at the provincial and district levels to monitor community schools—and beyond monitoring, to support community schools and their teachers. Until now, Standards Officers have not considered community schools to be within their mandate when they monitor schools; similarly, provincial and district level Guidance & Counseling Officers have rarely considered it their responsibility to support community schools. To address this gap, during March, *CHANGES2*, working closely with the MOE, trained two Standards Officers and one Guidance & Counseling Officer from each of its 31 districts, as well as similar officers at the provincial level (total officers trained: 104) to effectively monitor and support community schools. *CHANGES2* is also providing funds for the same officers to make two visits to all the community schools (approximately 950 according to EMIS data) in *CHANGES2*'s four focus provinces to monitor quality standards and to support teachers, particularly with regard to their dealing with OVC issues.

2.0 OVERVIEW OF ACTIVITIES BY COMPONENT

2.1 Teacher Education

In-Service Teacher Education

Summary

As part of the core CHANGES2 program, 491 teachers (82 from Lusaka Province, 210 from Central province, and 199 from Southern Province) from CHANGES2 Year 2 schools were trained in HIV/AIDS & SPRINT. These teachers were not trained in the last quarter for logistical reasons. They were, however, trained during the school holiday. The total number of teachers who have been trained during this quarter and last, therefore, is 1,379, consisting of 866 males and 513 females. When combined with the number of teachers trained since the start of the CHANGES2 program, more than 9600 teachers at basic schools in four provinces have been directly trained. As a percentage of the national teacher cadre for basic schools this amounts to 22%.

Following the training activities for SPRINT, HIV/AIDS, School Community Partnerships and SHN that took place in the CHANGES2 schools in 31 districts during December 2006 and early January 2007, teachers went back to their schools to orient, train and implement with colleagues the activities and skills they learned in the training activities. The 412 Year 2 CHANGES2 schools receiving direct support from the program this year have all made varying levels of progress in implementing what they learned through the training. Nearly 100% of the teachers in the Year 1 and Year 2 CHANGES2 schools have benefited from training by their colleagues in SHN as well as HIV/AIDS, SCP and SPRINT. This amounts to 13,505 teachers trained in CHANGES2 schools in these areas in the last two quarters through Teacher Group Meetings and other school-based peer mentoring by teachers who were formally trained by CHANGES2.

In addition, all CHANGES2 schools now have multiple copies of the *Teacher's Guide to SPRINT*, the SHN manual and School Community Partnerships. These materials are of high quality, teachers have been trained to use them, and their use continues throughout the year. It is expected that through the use of the high quality materials teachers will continue to learn new skills and apply these improved practices to classrooms and schools for years to come.

Development of the Community School Teacher Training Package for the April Training of 944 Community School Teachers (FTI)

Under the Fast Track Initiative program CHANGES2 was asked by the MOE to train community school teachers (many of whom are untrained and inexperienced) in basic teaching skills. Using the considerable wealth of resources and experience in community school teacher development within the NGO community, CHANGES2 worked with the MOE to mobilize the NGOs working in community schools to assist in the development of a training package for community school teachers. CHANGES2 and the MOE held a series of meetings and workshops with NGO leaders in this area to draft a curriculum framework and develop materials. In a writing workshop held in Lusaka in mid-February writers were appointed by NGOs including Zambia Open Community

Schools (ZOCS), Reformed Open Community Schools (ROCS), VVOB, CARE International, Save the Children Norway and EDC-QUESTT to develop the materials for the training.

In addition, MOE representatives from Colleges of Education, District and Provincial Officers involved in community school teacher training, as well as some community school teachers also participated in the writing workshop. Copies of resource materials used by the various NGOs as well as the numerous MOE documents such as the Multi-grade Teaching Manual, Read On Express, AIEMS modules, MOE syllabi, and other curriculum documents were on hand to draw from and build up a training package. All stakeholders in the process agreed that it was not necessary to reinvent the wheel in terms of the training package. The emphasis of the material development was taking from all the relevant materials and combining it into a package that could easily be delivered in a workshop format. Draft materials from the February workshop were edited by CHANGES2 and The Ministry of Education Teacher Education Directorate (MOE TED) officers. The material was then typeset, formatted and printed by CHANGES2 in March.

An orientation for MOE/CHANGES2 provincial teams to the training of 944 community school teachers in all the CHANGES2 provinces was held at the end of March. Each CHANGES2 teacher education coordinator and two provincial education officers from TED participated in the orientation. These groups were tasked with carrying out the training of trainers (District Resource Center Coordinators and other district trainers) in early April. It is expected that each district will carry out the 10-day training of community school teachers in the April school holiday. In total, CHANGES2, in collaboration with the MOE, is expected to train 944 community school teachers in basic teaching skills in April. The second phase of the training of community school teachers—also a ten-day event—will take place in August.

FTI Teachers tool kit for community schools

CHANGES2 in this quarter also procured items for the FTI community schools teacher's tool kit. The items are maps of Africa, electronic calculators, accounting books, dictionaries, inflatable globes, blackboard protractors, blackboard compasses, blackboard rulers, black board paint and brush, blackboard dusters, boxes of chalk, manila paper, sisal string, Bostic glue, scissors, attendance registers, alphabet posters, and footballs. Lack of teaching and learning materials has been identified as one of the constraints facing education provision in community schools. In all, materials for 950 kits have been bought and are being sorted into bags for distribution to community schools in the coming quarter. It is planned that as CHANGES2's teacher education trainings of community school teachers get under way in the four provinces, the kits will be dispatched to the training venues for the participants to carry to their schools for use in improving the quality of teaching and learning in the 944 community schools covered under CHANGES2 FTI activities. Teachers will be trained in the use and maintenance of these items to enhance teaching and learning.

Capacity Building of Provincial and District Officers to provide quality Continuing Professional Development (CPD)

CHANGES2 continues to work closely with district and provincial MOE officers on many levels. In particular, this quarter more than 62 district officers and trainers were trained to deliver the community school teacher training package under FTI in April. The training of these officers builds on CHANGES2's previous work with them on planning, budgeting, facilitations skills, accounting, clinical supervision and reporting. The cadre of district-level officers continues to grow stronger in their ability to lead lively, engaging, and relevant teacher training activities in their districts.

Printing and Distribution of SPRINT Teacher's Guides

Approximately 10,000 copies of the Teacher's Guide to SPRINT were printed this quarter so that all 412 of the CHANGES2 Year 2 schools, community schools under FTI (994), 12 Colleges of Education, and officers in non-CHANGES2 provinces get multiple copies. An important addition to the Teacher's Guide to SPRINT this quarter was the inclusion of an updated version of MOE's 12 Teaching Skills Poster and the Health Promoting Schools brochure. CHANGES2 is in the process of distributing the materials to teachers trained in December '06 and January '07, Colleges of Education, NGOs, MOE HQ and Provincial, Zonal and District Resource Centers. In April, the 944 community school teachers participating in the basic teaching skills course will receive copies and be trained on the Teacher's Guide to SPRINT.

International Conference Participation

Ms. Esvah Chizambe, Principal Education Officer In-service (resource centers) in the MOE made a presentation on the MOE/CHANGES2 work on the School Program of In-service for the Term (SPRINT) at the 51st Annual Comparative and International Education Society Conference in Baltimore, Maryland in February. The paper entitled *Changing Teachers Attitudes and Practices through Modeling Reflective Dialogue: Teacher Group Meetings in Zambia's Basic Schools* explored the impact of a school-based method of professional development as "revving up the engines of school quality." The MOE co-sponsored Ms. Chizambe's trip to the USA with, paying nearly half of her travel expenses, which demonstrated significant appreciation of and support for the CHANGES2 program. In addition, the Teacher Education Advisor from CHANGES2 attended the conference and made a presentation on a panel entitled "Using Data for Decision-Making" in which she discussed the use of data at the classroom level by teachers for decision-making, drawing on experiences AIR has had in developing a model of continuous assessment in Malawi.

Library Books for Teachers' Resource Centers

While in Baltimore, AIR made arrangements for Ms. Chizambe to visit the International Book Bank which is located a few miles from the conference venue. Ms. Chizambe met with the staff there to understand how the MOE might access the books on their own. She also selected the 25,000 books purchased by CHANGES2 that will be shipped to Zambia in mid-2007 for the Teacher's Resource Centers at provincial, district, and zonal levels. The books are expected to arrive in Zambia in June 2007. CHANGES2 is working closely with MOE TED and Zambia Library Services to develop an efficient and effective plan of receiving, processing, labeling, transporting and managing books at all levels. This plan will be in place early in the next quarter.

HIV/AIDS Course

CHANGES2 continued to provide technical and logistical support to the MOE to develop the college curriculum modules for HIV/AIDS education, as discussed further in the HIV/AIDS section below (section 2.2).

Training of College Tutors on HIV/AIDS, SPRINT, SHN and School Community Partnerships

In keeping with MOE's goal of integrating pre-service and in-service teacher education activities and initiatives, CHANGES2 was invited to twelve Colleges of Education to train tutors on the in-service activities supported by CHANGES2. The two-day weekend training activity included the training of tutors on School Health and Nutrition, School-Community Partnerships, HIV/AIDS education and SPRINT. By the end of this quarter, the CHANGES2 staff had trained 8 of the 12 colleges on these in-service activities with 129 tutors participating. The remaining four colleges will be trained in the next quarter.

Table 2.1.1: Training of College Tutors on SHN, SCP, HIV/AIDS, and SPRINT

Name of College	Male Tutors	Female Tutors	Total Tutors
Solwezi COE	10	3	13
Mufulira COE	9	3	12
Kitwe COE	May	May	May
Mansa COE	11	2	13
Malcom Moffat COE	10	3	13
Mongu COE	11	2	13
Chipata COE	26	7	33
ZAMISE	11	3	14
NISTECOL	14	4	18
Charles Lwanga COE	May	May	May
David Livingstone COE	May	May	May
Kasama COE	May	May	May
Total	102	27	129

Regarding college training on in-service activities supported by CHANGES2, the tutors expressed appreciation at being oriented to the initiatives and activities taking place in schools. Although teachers expect the Ministry to keep them updated on new curricular initiatives in basic schools, until now they have felt somewhat in the dark about this.

The CHANGES2 teams carried out these orientation activities on weekends so as not to take tutors out of classes. Both tutors and CHANGES2 staff used this time to learn more about how to better serve teachers in training. Furthermore, attendance expectations were exceeded. CHANGES2 informed college principals that the program would support 12 tutors with lunch allowances, but many colleges supported more tutors to attend as they felt it was important for more tutors to know about the interventions.

Training activities focused on practical ways to include the content in the college curriculum. Tutors found the materials helpful and expressed desire to include the materials in their courses. Many of them left the training with lesson plans and assignments developed for their courses. Each college received multiples copies of the following training materials:

- SHN Manuals
- Teacher's Guide to SPRINT
- Table Poles
- 12 Teaching Skills posters
- Health Promoting Schools brochure
- SHN Poster
- SHN Cards

2.2 HIV/AIDS

Pre-Service Teacher Education

Training of College Tutors in HIV/AIDS Prevention Education

As described under section 2.0, Teacher Education, CHANGES2 and the MOE conducted a training of COE tutors (lecturers) which included HIV/AIDS Education, and using the *SPRINT Teacher's Guide* and *In My Classroom*. Since this activity was funded with 50% PEPFAR prevention funds (the other 50% were AEI funds), half of the training focused intensively on HIV/AIDS prevention through AB. In line with the CHANGES2 components, the tutors were trained in addressing HIV/AIDS through School-Community Partnerships, with an emphasis on opening up dialogue around local barriers preventing young people from abstaining from sex. Tutors were also trained in using the *SPRINT Teacher's Guide* and *IMC* for classroom-based HIV/AIDS Education and conducting effective Teacher Group Meetings at the school level. This training was well-received at the colleges, with tutors remarking that it filled an important gap between the COE curriculum and programs and materials which classroom teachers are exposed to. Among the eight COEs that conducted the training during this quarter, 129 tutors were trained (102 males and 27 females).

College Tutors, Student-Teachers and Staff Participation in HIV/AIDS Induction

In December 2005, CHANGES2 trained 44 COE Tutors in AB Prevention, in order to expand and strengthen an "HIV Induction" that is supposed to take place at each college in January/February at the beginning of each school year. In past years, this training had grown progressively shorter and weaker and, in some colleges, was no longer taking place at all. After the CHANGES2 supported TOT and on-going monitoring and support, this training was revived and continues. In January/February of this year, 7,119 tutors, student-teachers, and support staff (3,713 females and 3,406 males) at the colleges took part in an extensive training which focused on personal prevention and teaching AB Prevention in the classroom.

Materials for HIV/AIDS Teacher Education Course in COEs

College tutors, along with staff from MOE Teacher Education Department and CHANGES2, finalized the materials for the pilot of the HIV/AIDS Teacher Education Course (HATEC), which included a Tutor's Guide, a Student-Teacher Handbook, films, and pre- and post- assessments to be used during the course. The training of COE tutors will be done early in the next quarter so that they can begin to teach the course in the second term, starting in May.

In-Service Teacher Education

As mentioned under section 2.0 Teacher Education, the remaining Head Teachers and Senior In-service Coordinators (SICs) from CHANGES2 schools were trained in HIV/AIDS and *SPRINT*. This included 491 senior teachers from Lusaka, Central and Southern Provinces, who were not trained in December. In all, two senior teachers from CHANGES2's 412 Year 2 schools have now been trained extensively in implementation of HIV/AIDS prevention in the classroom, with

an emphasis on opening up dialogue and participatory methodologies. It is expected that the SICs will pass these skills on to their fellow teachers through continuing professional development at the school level, including Teacher Group Meetings.

School Community Partnerships and Sub Grants

School Community Partnerships

As described under section 2.5, Year 2 schools and their surrounding communities carried out activities which followed on from the December/January SCP training. They formed committees to strengthen school-community partnerships, and Community Action Groups (CAGs) to open up dialogue on HIV/AIDS and spearhead the implementation of community level action plans. It is expected that in the next quarter, communities will work together to develop and begin to implement action plans which address local factors that prevent young people from practicing abstinence.

Sub-Grants

The CHANGES2 team, lead NGOs and the MOE continued to monitor and support Year 1 schools that had received sub-grants last year to provide support to OVC and/or for HIV/AIDS prevention through AB. The emphasis was on closing out the sub-grants and ensuring sustainability after CHANGES2 funding. The activities supported include a zonal resource centre which is training teachers on how to integrate Life Skills for HIV/AIDS Prevention into the curriculum. Printing and distribution to teachers of the MOE document, *Interactive Methodologies Manual for HIV/AIDS Prevention in Zambian Schools*, and training of young people as AB peer educators.

The CHANGES2 sub-grants for Year 2 schools and communities will focus on HIV/AIDS prevention. Schools, resource centers and CBOs are encouraged to be innovative and broad in their thinking about prevention among young people. For example, many young people (especially girls) engage in transactional sex in order to get money for schools fees or clothes. This is very risky, as the girls often have sex with older men, who have more resources but are also more likely to be infected with HIV than young men. Additionally, girls in this situation have little power to assert the need for the use of condoms. Activities which give young people skills that make them independent and give them even a small amount of money are expected to have an impact on this high risk behavior. Therefore, sub-grants can be used for income generating activities which provide useful skills for young people.

Psychosocial Support to OVCS

Lessons learned from the Psychosocial Support (PSS) to OVC wrap-around activity carried out in 2006 were included in the FTI Community School Teacher Training materials development. Training sessions focused on the teacher's role in providing emotional support to children traumatized by HIV/AIDS, identification of children in need of PSS in the classroom, understanding the impact of stress, grief and loss on learning, and activities which can build resilience in children.

Psychosocial Counseling Grows Roots at Lulamba in Chingola

As a counselor in a school set up, I have had the experience of handling a number of problems facing not only pupils but teachers and members of the community. The skills I have gained to handle such children were acquired through training organized by CHANGES2.

The case I am sharing started early last year involving a girl aged 15 who was in Grade 8. She had temporarily stayed out of school because she was on TB treatment, but her guardians did not inform the school authorities about her illness.

The girl was brought in here by her guardian, who reported that the girl was HIV positive and on ARVs. Knowing that she was HIV positive that made the girl feel devastated. Before I could commence my counseling sessions with the girl in question, I observed her behavior towards her friends and her school attendance. It came to my notice that her interaction with friends was minimal and her general performance in class was low. She appeared to be traumatized, withdrawn and anti-social. I sought out the girl's guardian to find out how she was behaving at home.

It was then that I started my counseling session with the pupil. The first part was to help her accept the situation she found herself in, and to her understand that her situation was similar to those with high blood pressure or diabetes. It took quite a while but I could see that the girl was slowly becoming more relaxed and feeling freer to talk about problems she was going through; among them was lack of financial support.

What also came to my attention was that somehow friends avoided her because of rashes she had on her body. The girl's guardian to the girl was occasionally invited for counseling sessions and group counseling was conducted with pupils regarding their attitude towards ailing people.

The girl started developing a sense of belonging and mixing with friends freely. After making inquiries I noted that the girl's attendance and school performance was improving. In my opinion, the CHANGES2 training was helpful. It should be sustained and supported by both the Government and all stakeholders. In schools there has been behavioral change and attendance has improved, and many children have come back to school in collaboration with parents.

Compiled by: SINZUMWA DERRICK, Guidance & Counseling Teacher, Lulamba Basic School

Additional sessions of the training examine how traditional gender roles place both boys and girls at risk of HIV/AIDS and how to integrate HIV/AIDS prevention education into teaching at various grade levels. The community school teachers who attend the training will be expected to implement various classroom activities with their pupils and report back on these at the follow-on training in August.

CHANGES2 is assisting MOE to provide support and monitoring to community schools, which typically do not receive regular visits from district or provincial level MOE officers. As part of the training in monitoring and support, CHANGES2 is working with teachers and officers to identify methods for supporting and assessing the level and quality of psychosocial support provided to children in community schools. It is hoped that this data will help to track the impact of the PSS component of the Community School Teacher Training activity as well as highlight the importance of this issue to MOE.

Lecturer Presentation

The CHANGES2 HIV/AIDS Coordinator in Copperbelt Province was invited to the Technical Vocational Training College in Luanshya for one day to discuss HIV/AIDS prevention education with an emphasis on AB. The group of 235 student-teachers (93 females and 142 males) discussed the impact of HIV/AIDS on education, how to teach HIV/AIDS prevention to young children, and how to effectively promote abstinence among young people.

2.3 School Health and Nutrition (SHN)

Health Promoting Schools

Summary

The year 2007 started with Year 2 schools' teachers receiving training on implementing activities that contribute to becoming a Health Promoting School (HPS) CHANGES2 program to provide continuity among all schools participating in SHN and monitor progress on common quality standards. Among other interventions was the de-worming program. The CHANGES2 provincial teams were involved to ensure that teachers, pupils and communities understood the concept of HPS and their role in implementing the initiative. Collaboration with other stakeholders working in the same schools and also meetings with ministries of health, education, community development, and agriculture was another activity which has been on-going. These collaborative meetings have resulted in effective implementation of the program.

After training teachers on the HPS concept, the CHANGES2 provincial teams and MOE district officers supported 184 schools through school visits and meetings, to help identify and address gaps in the implementation of SHN interventions. This resulted in many schools conducting self-assessments using the HPS brochure which was distributed to all Year 2 schools. Below are listed some observations from the assessment by the provincial teams.

Safe and Clean Drinking Water

Most of the 184 schools monitored had a borehole with a hand pump as their source of water supply. The water quality is tested once every 12 months by the health officers. The drinking water is collected in containers for school children and several cups are provided for use. Ensuring that clean cups and water containers are used for this purpose was part of a daily health and hygiene tips for children. Some of CHANGES2 schools are working in partnership with Plan International for the provision of safe and clean drinking water.

CHANGES2 SHN policies have ensured that school based health policies on water have been developed and pasted on walls for all to read, and as a result, teachers, children and the communities have increased their appreciation of the importance of having clean and safe water.

Hand Washing Facilities

Most of the 184 schools visited also had improvised hand washing facilities, made from local materials. Some of the materials used were "budizas," metal containers using cement and sand. Most of the facilities had soap placed on the side for use when washing hands



**Left: Hand washing facility at Nansaga Basic in Mazabuka District,
Right: A teacher helping a pupil to wash his hands after using the toilet in one of the schools in Mumbwa District**

Latrines

Most of the 184 schools visited and addressed had latrines, although in some cases the numbers are not adequate to cater for the number of children in a particular session. In some schools, the materials used for constructing the latrines are not permanent, which can lead to insecurity for children when they use the latrines. The school communities have come to see the importance of having latrines at school. During the sensitization meetings some of the school communities pledged to start molding bricks to construct latrines.

Personal Hygiene

In most of the schools visited it was observed that the children were given health tips on personal hygiene. One of the schools had written down what was expected of each child. This was taken as a school policy. Pupils sampled during the monitoring visits confirmed that they are inspected before classes and during assembly time. The head teacher and the SHN FPP give talks on personal hygiene.

Environmental Hygiene

The monitoring teams also noticed that CHANGES2 schools have started paying particular attention to school surroundings. Pupils clean the classrooms and the surroundings before classes start every day. Most schools have clean surroundings with lawns and walk paths. Rubbish bins and pits have been put in place and children know where to throw litter or other type of waste.

School-Based Health Policies

Many schools that were monitored have developed school health policies as a result of CHANGES2 posting them on walls and trees for heightened awareness of the children, teachers, communities and any visitors entering the school. This has been an effective advocacy method. At Nanduba Basic School, the teachers are advocates of their school being a non-smoking area.



Drug policy at Nanduba Basic School in Mazabuka District, and SHN Policy at Sopelo Basic School in Kafue District

Outcome of HPS Assessment

The schools that were monitored conducted a self-assessment using the HPS brochure and the external monitors, MOE officers, who gave them a final grade. The grading depended on the criteria which were developed for SHN interventions, based on scores from 1 to 16 and using a color code i.e. Red, Yellow, Green, Orange and Blue.

Below is a table showing how the monitored districts performed in scoring. In future the HPS program will help document the number of pupils participating in SHN activities.

Table 2.3.1: Pupils participating in SHN

Province	# of Districts Reporting	# of Schools Reporting	Enrollment			# of Pupils Participating			Red 1-4 Points	Yellow 5-7 Points	Green 8-10 Points	Orange 11-13 Points	Blue 14-16 Points
			Boys	Girls	Total	Boys	Girls	Total					
Lusaka	2	24	7,623	7,241	14,864	5,062	4,654	9,716	3	2	2	10	7
Southern	9	82	20,109	19,357	39,467	16,211	15,834	32,045	5	5	6	29	30
Central	3	38	16,622	16,153	32,775	12,477	12,253	24,730	10	8	3	7	10
Copperbelt	4	40	21,944	22,079	44,023	17,025	17,426	34,451	1	4	11	7	17
Total	18	184	66,298	64,830	131,129	50,775	50,167	100,942	19	19	22	53	64

NOTE:

- Red - 1-4 Points = below 20% of total population of the children are participating.
- Yellow - 5-7 Points = 21 – 40% of total population of the children are participating.
- Green - 8-10 Points = 41- 60% of total population of the children are participating.
- Orange - 11-13 Points = 61 - 80% of total population of the children are participating.
- Blue - 14-16 Points = above 80% of total population of the children are participating.

SHN Material Distribution

SHN IEC materials were distributed in both schools and Colleges of Education to benefit the school pupils and College of Education students. Central Province was able to distribute in only a few schools due to rain and bridges that were washed away. Data for these schools will be reported in the next quarter. The College tutors appreciated the materials, and have started using them to train pre-service students. Below is the table of how these materials were distributed.

Table 2.3.2: Distribution of SHN materials to schools

District	# of Schools Received Materials	# of Bilharzia Flip Charts Distributed	# of SHN Cards Distributed	# of Tablet Poles Distributed	# of SHN Teachers' Guides Distributed
Lusaka	99	263	25,651	198	317
Southern	70	122	30,000	128	243
Central	17	195	33,818	98	195
Copperbelt	100	103	30,447	200	116
Total	286	683	119,916	624	871

Drug Administration

Drug administration takes place once every year in CHANGES2 schools, when students are treated with albendazole for intestinal worms and praziquantel for bilharzia. This helps the learners to be relieved of their parasite burdens and improves cognitive ability. After the deworming exercise, pupils are able to concentrate in class. According to the information obtained through data and discussions with teachers, parents, and children, there has been improvement in attendance and a consequent reduction in absenteeism due to improved health.

Lusaka Province

In Chongwe District, 12 schools were monitored during the quarter and drug administration was conducted. Data collected from four schools in Lusaka District on drug administration showed the rate of bilharzia and the number of pupils treated during the 1st term will be reported in the next quarterly report for all the schools in the province.

Southern Province

In Southern province, data available from four districts, Kalomo, Choma, Mazabuka and Kazungula, was available from 16 schools. Sichilya Basic Schools from Choma District had the highest infection rate of 63% followed by Simukali Basic School in Kazungula District with 56% infection rate. Siachitema and Chifunsa Basic Schools had 49% and 42% respectively. These schools conducted a mass deworming. Data from 16 schools showed a total enrolment of 8,701 (4,287 girls and 4,414 boys) out of which 3,912 were dewormed and 7,767 were treated for bilharzia.

Central Province

The distribution of drugs from MSL to DHMTs in central province was delayed, which resulted in having only two districts conduct deworming, namely, Chibombo and Kabwe. 28 schools were monitored and data collected. The infection rate for Chibombo District was 20%, while in Kabwe District it was 12%.

Copperbelt Province

Copperbelt Province had data available from four districts namely, Masiti, Chingola, Chililabombwe and Kitwe. 40 schools were monitored and data was available. In Chingola the district treated children enrolled in school, and those who were not. 415 males and 991 females were dewormed for a total of 1,406.

Table 2.3.3: Pupils De-wormed and Treated for Bilharzia from Year 2 Schools

Province	Total # of Schools	Total Enrolment		# on Albendazole		# on Praziquantel	
		Girls	Boys	Girls	Boys	Girls	Boys
Lusaka	To be reported in the next quarter						
Southern	16	4,287	4,414	3,912	3,984	1,641	1,712
Central	28	11,681	10,676	11,681	10,676	376	479
Copperbelt	40	58,378	20,147	13,634	13,300	427	6,58
Total	84	74,346	35,237	29,227	27,960	2,444	2,849

Community Mobilization and Sensitization Before and During DAD

Reporting on the monitoring trips before and during Drug Administration Days (DAD) shows stakeholders' acceptance of SHN. Parents have come to appreciate the program and have been actively participating. The response from community members about the SHN program and the de-worming exercise has been overwhelming. The numbers of people sensitized in schools before and during DAD in Southern Province is presented below:

Table 2.3.4: Communities Members Sensitized on SHN Interventions in Southern Province

District	Youth		Local Leaders		Community Members	
	F	M	F	M	F	M
Siavonga	841	1,154	25	131	160	157
Itezhi-Tezhi	1,466	1,475	27	78	528	411
Mazabuka	2,648	2,315	8	81	935	1025
Kazungula	505	501	24	56	299	240
Choma	2,341	2,334	31	102	1,701	1,616
Kalomo	2,032	2,085	23	109	749	772
Gwembe	711	617	8	44	1,127	1,074
Namwala	0	0	0	0	0	0
Livingstone	1,824	1,814	16	32	253	225
TOTAL	12,368	12,295	162	633	5,752	5,520

SHN Orientation Meeting for Senior Government Officials

Meetings for senior government officials were held in Central, Copperbelt and Southern Provinces to orient them to the management requirements of the SHN program. All the meetings in the three provinces were well attended, and recommendations were made which were agreed upon by all the participants. The participants for the meetings were drawn from the districts and consisted of officers from MOE, MOH, MCDSS, and MACO. In Central and Copperbelt Provinces the A/Provincial Permanent secretaries officiated at the meetings, while in Southern Province the A/ PEO officiated. The objectives of the meetings were:

- To orient senior government administrators from line ministries on the integrated approach to implementing SHN activities.
- To discuss the challenges arising from the implementation of the program and charting a way forward.
- To advocate for support in the implementation of the SHN program.

The meeting focused on highlighting the challenges encountered and successes that were attained in implementing the SHN program with partners. Other topics brought to the table were procurement of drugs and subsequent delivery to the nearest health centers, the Memorandum of Understanding between the MOE and MOH, and planning the way forward.

Table 2.3.5: Number of Senior Government Officials at SHN Orientation Meetings by Province

	Central Province			Copperbelt Province			Southern Province		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Min of Health	12	3	15	12	4	16	2	4	6
Min of Education	15	1	16	22	8	30	2	9	11
Min of agriculture	7	0	7	11	5	16			
MCDSS	5	2	7	7	8	15			
SHF	1	0	1						
P-WASHE	1	0	1						
Ministry of Local Government				2	0	2			
Provincial Administrator (A/PS / PEO)	1	0	1	1	0	1	1	0	1
TOTAL	42	6	48	55	25	80	5	13	18

As a result of the strengthened collaboration between partners during the senior managers meetings, districts did not encounter constraints as they did during the 2006 drug administration exercise. The treatment protocol was followed and partners were more involved in planning meetings and implementation of the program. The following were agreed upon with partners:

- The staff from other ministries should not claim any allowances from the MOE during DAD.
- Ministries involved should plan and budget for their respective staff during DAD and any other activity.
- The MOH is responsible for receiving the drugs from Lusaka and delivering them to the nearest Health Centers

- Staff from the MOH should be allocated to each school and should supervise the program during DAD
- Each district team should meet and plan how they should work and allocate transport and staff.

As a result of the meetings, dialogue was opened up at the district level between the MOE and other line ministries, fears on the part of MOH staff over the administration of drugs allayed, and each line ministry understood their roles in implementing the SHN program.

Sport in Action (SIA)

During the quarter under review, Sports in Action, which implemented a pilot activity in 2006 to integrate HIV/AIDS prevention and SHN messages into sports activities in schools, conducted a monitoring and evaluation activity from the 20 schools where teachers were trained in Ndola and Mpongwe Districts. Ten basic schools were visited to assess progress of the activity. During the reporting period, SIA distributed 39 traditional games equipment. Ndola got 20 while Mpongwe got 19. A 25 meter cloth was cut and each school got one meter each, and schools in both districts were also given beads and plates for playing a traditional game popularly called “iciyenga” in Bemba. This activity has been reported to improve attendance among children and improve their life skills.

Other SHN Activities

Stakeholder Meetings Coordinating with FRESH (UNESCO)

CHANGES2 participation in collaborative meetings continued with other stakeholders. UNICEF hosted a consultative forum for School Sanitation and Hygiene Education (SSHE) conducted by a consultant from UNICEF. A presentation was made from the school visit that was conducted in Southern Province. The report showed positive findings in the implementation of the program at school and district levels. The schools visited had permanent latrines which were safe for children. Some of the schools had constructed both male and female latrines; there were also bathing shelters with hand washing facilities placed inside the shelters. One of the recommendations from the consultant was to have more collaborative meetings of stakeholders at the national level.

Another consultative meeting which the SHN Advisor attended was organized by the MOH with Medpharm Foundation and World Vision. The SHN Advisor gave a presentation on CHANGES2 activities in SHN in the four provinces, and during the meeting the Director of Medpharm Foundation assured the stakeholders who were represented in the meeting that Zambia will be receiving deworming drugs from Bill Gates Foundation for the next five years.

Play Pumps

At the request of USAID, CHANGES2 began work on identifying schools in which play pumps will be installed. Play pumps are devices resembling small merry-go-rounds that double as playground equipment for pupils and which also pump water into a storage tank for use throughout the school. During 2007, approximately 12 play pumps will be installed in schools in each of the four focus CHANGES2 provinces. Schools that may serve as demonstration sites were identified in Lusaka and Livingstone, and a number of other school that are potential play pump sites were identified in each province.



Success Story

School Health and Nutrition as a Viable Program

Nanduba basic school is situated 66km away from DEBS Office in Mazabuka District of the Southern Province of Zambia. Until December, 2006, before they started the program, most pupils were suffering from intestinal worms, abdominal pains, skin infections and diseases related to poor personal hygiene, which caused absenteeism and poor performance. With the implementation of the CHANGES2 program, pupils are able to access health through deworming and early identification of diseases and referral to the nearest health centre, which is close to the school.

On 21st March, 2007, the school conducted DAD for the second time this year. 216 girls and 181 boys benefited from the deworming exercise. Since the deworming exercise conducted last year, the school continued to sensitize communities on the transmission and prevention of diseases in the communities and at school. CHANGES2 have produced guidelines that the schools need to follow, which include improved sanitation and provision of safe drinking water.

Now results can be seen. Last year the Bilharzia infection rate stood at 24%, which has dropped to 16% this year. With continuous sensitization and implementation of other SHN interventions, it is anticipated that if treatment is given for three consecutive years, the bilharzia infection rate will drop to insignificant levels.

The School Health Cards help evaluate the performance and the health status of pupil. During DAD, the SHN cards record what treatment is given to pupils and also reflects referrals to the health centre. This makes it easier for schools to determine what type of diseases commonly affect pupils and whether pupils have been immunized.



The SHN cards are now used whenever any pupil is referred to the nearest health centre.

Nanduba Basic School has displayed health-related policies. The school has advocated that no smoking is allowed in the school grounds. Nanduba Basic School has created a non-smoking zone and other health related school policies. Before the SHN programme, none of the activities were available at the school. Now the school has healthier pupils.

The SHN Technical Advisor Catherine Phiri explains how the SHN cards are used in schools to Melissa Williams, the Deputy Director for USAID Mission, and Katie Donohoe, the Education Specialist. This was during DAD at Nanduba Basic School.

2.4 Scholarships and OVC

Selection of Scholarship Recipients and Disbursement of Scholarships

The main activities completed this quarter include the strengthening of School Based Selection Committees, reviewing the eligibility of the continuing students on the scholarship program, and distributing scholarships to grade 11 and 12 students. The provincial HIV/AIDS and OVC Coordinators provided technical support for these activities to the implementing partners. Disbursement of scholarships to continuing students was completed in 178 high schools in six provinces. The number of high schools targeted for the support increased from 129 last year. This quarter, 3,824 scholarships were awarded to continuing students (Grades 11 -12). At the time of reporting most of the grade 10 students had just returned to school, thus scholarship disbursements to these students will occur next quarter. Table 2.4.1 below details the number of scholarships awarded disaggregated by gender and province.

Table 2.4.1: Number of Scholarships Awarded

Province	No. of Female Scholarship Recipients	No. of Male Scholarship Recipients	Total No. of Scholarship Recipients
Central	328	168	496
Copperbelt	631	545	1,176
Eastern and North Western	746	519	1,265
Lusaka	267	168	435
Southern	277	175	452
Total	2,249	1,575	3,824

The following story is typical of the appreciation expressed by scholarship recipients:

Nokhutula Siwawa, 19 years old, Grade 12, Monze Boarding High School

Not all orphaned children are vulnerable, and not all vulnerable children are orphans. Vulnerability comes with different faces, and children deal with it differently, according to the kind of support and care they receive. Here is a story of a vulnerable child who now has hope for a brighter future because of the intervention strategy she is benefiting from, thanks to the CHANGES2 programme and the implementing partner, Family Health Trust:

Nokhutula comes from a family of four, with two brothers and one sister. She was brought up by her single mother, and things haven't been that easy. She is one of many children in the country who have never met their fathers. She does not know for sure if she is a single orphan or just a vulnerable child because her mother has simply refused to talk about her father. On the registration form, she entered her status as "unknown".

When she was in grade seven, her elder brother took her from her mother's care to live with him to take care of her educational needs. When she was in grade nine, her brother left her in the care of a "cousin", leaving under the pretext that he was going for a business trip to South Africa. The family hasn't heard from him since then. Her cousin didn't give her much support as he claimed that Nokhutula wasn't his responsibility; his only support to her was accommodation.

"When I go to my Auntie's or mother's home in Chirundu, I get grocery and comfort sets (sanitary towels) that have to last me the whole term, which is about 3 months," Nokhutula explained.

Her mother is a cross border trader who acquires most of her merchandise through smuggling. The trouble with her mother started one holiday. Nokhutula was asked to accompany her mother on one of her many business trips. On arrival at the border, her mother ordered her to hide goods in her clothes, a demand she refused. On arrival at home, her mother beat her for refusing to help smuggle goods into the country.

“In the heat of anger, I screamed at mother and demanded to know my father. I blamed her for all our problems and I told her that if father was around, things would have been different. She was annoyed with me, and she wondered why I was asking about my father when none of my brothers and sisters asked about him. This affected me a lot psychologically,” she narrates, “this plus the fact that I didn’t have enough educational support.”

Then Family Health Trust heard about her situation, and with support of the CHANGES2 programme, Nokhutula’s school and examination fees have been paid for. She has also been receiving school requirements such as books, uniforms, pens and pencils and mathematical sets.

“Before the intervention, I had no hope. I thought I was not going to complete my education because of lack of support. There are times when it got really bad, where I’d be sent back home from school because I had arrears, and one time I stayed for more than 3 weeks because there were no school fees.”

“I am completely grateful for the support I am receiving from the organization right now. Sometimes I run out of supply of groceries and other things. In such times, I sell my shoes or clothes in order to get pads and lotion. Since I now have all these supplies and my secondary education is paid for, I am really thankful to the CHANGES 2 programme through you – FHT for having come to the aid of OVC like me. I can promise you that I shall not sell what I have as I have enough throughout the year,” Nokhutula said.

Distribution of the Comfort Kits to Female Scholarship Recipients

CHANGES2 is providing 3,300 “comfort kits” to female scholarship recipients, made up of toiletry bags and washable reusable sanitary pads. Sewing of the comfort kits was completed this quarter, and at the time of reporting, 2,970 comfort kits had been dispatched to the implementing partners for distribution in the schools. The distribution will be completed in the second school term. During a monitoring exercise in three schools in Lusaka, the OVC and Scholarships Advisor spoke to some girls who had received the comfort kits to seek their feedback on the kits. The girls expressed gratitude and indicated that the pads provided had enabled them to ‘*cut down on the worry of purchasing pads every month*’ or staying away from school during their menstrual periods for fear of staining their uniforms.

Distribution of Materials

During the first quarter, the following materials were distributed to schools: calendars, posters, puberty pamphlets, Scholarship Policy Guidelines, and stipend tracking and record keeping booklets. The posters are aimed at raising awareness of the CHANGES2 scholarship program. The puberty pamphlets are aimed at providing girls with information on the biological changes they experience as they become adolescents, as well as how they can avoid contracting the HIV virus and avoid unwanted pregnancies. The stipend tracking and record keeping booklets were produced to enable schools to keep records of all students on scholarship. Last year, the program learned that recipients in schools where stipend books were used effectively had information on what their scholarship package contained. Schools that did not use stipend books tended to use the students’ personal effects money for other school projects.

Participation in the SADC “Schools as Centers of Care and Support” Regional Meeting

CHANGES2’s Scholarship and OVC Advisor participated in the SADC initiative for transforming schools into “Centers of Care and Support,” a multi-sectoral three-day regional meeting chaired by the Ministry of Education. CHANGES2 shared the experience of training the guidance and counseling teachers and community members in providing psychosocial support to OVC. The evaluation report of the training was also shared with the other countries in the region. Plans are underway to provide lessons learned by the CHANGES2 Program in training and providing psychosocial support to the Ministry of Education senior management (the Permanent Secretary and the five Directors) in order for the Ministry to scale-up the provision of psychosocial support to OVC in all schools.

Participation in the Preparatory Meeting for the SADC Ministers’ Meeting on Gender

CHANGES2’s Scholarship and OVC Advisor was invited by the Cabinet Office (Gender in Development Division) to participate in preparatory meetings for the SADC gender protocol and to prepare a progress report in education for presentation at a meeting Zambia is hosting in August 2007. The Advisor is part of the technical team preparing for the meeting.

Participation in the USG OVC Forum

CHANGES2 continued to attend USG OVC forums held monthly which meet to discuss issues affecting orphans and vulnerable children and to share lessons on implementing OVC programs. This quarter the Scholarship and OVC Advisor contributed to the mapping exercise of the OVC program areas in the country. Plans are underway for the OVC and Scholarships Advisor to meet with the QUEST OVC Coordinator to enhance networking and create synergy in program implementation between the two organizations.

Meetings with Ministry of Education Officials

A meeting was held with the EQUIP2 HIV/AIDS advisor to discuss a way of strengthening the Ministry of Education’s Special Issues Implementation Committee. The proposal that was put forward was to use the already existing structure of the HIV/AIDS Implementation Committee to resuscitate both the Special Issues Implementation Committee as well as the Gender and Equity Implementation Committee. The meeting was followed-up by brief meetings with the Director of Planning and Information and the Permanent Secretary, who endorsed the idea of CHANGES2 taking the lead in facilitating the revival of the Special Issues meetings and the Gender and Equity Implementation Committee, in particular. The OVC and Scholarships Advisor had an additional follow-up meeting with the Assistant Equity and Gender Focal Point Person to set the date and the agenda for the first meeting.

Monitoring

A sample of five schools in Lusaka Province and six schools in Southern Province were monitored to follow-up on scholarship implementation at the school level. Of concern to some of the schools, particularly those that charge high fees, was the monetary ceiling set for scholarships. The CHANGES2 monitoring team discussed this issue with the respective school administrations. The team also discussed with the schools the challenges stemming from the use of new partners to implement the scholarship program in these two provinces this year. This monitoring exercise made clear the need for more monitoring and support visits this year.

Networking and Capacity Building Meeting

A networking and capacity building meeting was held at the CHANGES2 Lusaka office with the aim of enhancing the implementation of the scholarships program in all provinces. The meeting was attended by FAWEZA and FHT senior officials. Unfortunately CHEP did not attend, as the meeting was called at short notice. Among the issues discussed were the need to capture all the Grade 10 WINROCK students on scholarship this year, and the issue of continuing students who were reported to have been left off the lists of recipients this year in Lusaka and Southern Provinces. The issue of the reluctance of basic school administrators to provide WINROCK students with referral letters to high schools after qualifying to Grade 10 was discussed, and it was recommended that CHANGES2 should write to schools through the District Education Board Secretaries to clarify the issue so that OVC can continue receiving scholarships under the AIR/CHANGES2 scholarships program. A further meeting was planned for the partners' Data Management and Program Officers to strengthen the data capturing and reporting writing.

2.5 School-Community Partnerships (SCP) and Outreach

The main SCP activities for the first quarter of 2007 were the initiation of the SCP committees and the Community Action Groups (CAGS). *CHANGES2* enhanced the initiation process by providing technical and financial support to all *CHANGES2* 2007 schools to assist them in establishing School-Community Partnerships Committees and to train Community Action Groups (CAGs)

Apart from *CHANGES2* staff, schools drew upon the expertise of District Resource Center Coordinators and other stakeholders (Ministry of Health and Ministry of Community Development and Social services staff), who were trained as resource persons in community participatory methods in 2006. This development assures the MOE and *CHANGES2* that they will leave behind capable resource persons who will continue to train teachers in SCP, and support the replication of the SCP strategy in other provinces that *CHANGES2* support will not directly reach.

It is envisioned that by the end of the second quarter, all 412 schools in *CHANGES2* focus provinces will have established SCP committees (or existing committees will have been strengthened) and will have engaged respective communities in participating in finding local solutions to problems affecting them, particularly those related to HIV/AIDS and education support activities.

While monitoring Year 1 schools, it was apparent that 2006 schools have continued with community mobilization on MOE/*CHANGES2* core thematic areas; HIV/AIDS prevention, OVC support, promotion of SHN and education support activities.

Although the process of establishing CAGs in 2007 began in this quarter, already 132,675 (67,098 male and 56,577 female) people were reached with core messages particularly on HIV prevention, promotion of health and nutrition, and promotion of girl child education.

2.6 Small Grants

Disbursements of Grants

CHANGES2 continued working with partner NGOs in the implementation of its sub-grant program. In the period under discussion, two partner NGOs, CHEP and FHT, received their first Year 2 installment of \$28,000 each, under Agreement 1 and Modification 2. The two partner NGOs will, in turn, award sub-grants to community based organizations (CBOs) and schools involved in HIV/AIDS prevention activities. A minimum of 20 CHANGES2 Year 2 schools and their communities are expected to benefit from the disbursed funds.

During the same period, ADRA-KAFHI, one of the partner NGOs, which could not complete its disbursement to 2006 schools last year, received the last installment of \$45,000 under agreement modification 1. ADRA-KAFHI was able to complete its disbursements of the approved grants to all 2006 cohort schools and proceeded to disburse four new ones in central province.

Multi-sectoral Sub-grant Management Committees (SMCs) in all the 31 CHANGES2 districts continued to appraise grant applications and award grants according to established procedures and guidelines. In total, 30 applications were appraised and are expected to receive funds by the end of April 2007.

Meanwhile, CHANGES2 disbursed the last 50% of the total Grants approved in 2006, which concludes financial support to CBOs and schools that benefited from CHANGES2 grant program in 2006. Appendix A from the previous CHANGES2 quarterly report documents activities sponsored under the 2006 subgrants. Details of 2007 grants will be provided in the next quarterly report.

Capacity Building of Local Partners

In August 2006, CHANGES2 hired two consultants to review the capacity needs of its four partner NGOs (CHEP, ADRA-KAFHI, FHT, and PAM) involved in sub-granting to CBOs and schools on behalf of CHANGES2. The assessment identified capacity needs that, once addressed, would greatly improve on the performance of the organizations. Capacity needs that were identified were specific to each NGO, although in some cases, they presented similar needs.

A plan was then developed to have all CHANGES2 Technical Advisors provide capacity building according to their area of expertise; the plans for each NGO were tailored to specific needs. During the current reporting period, a one-day capacity enhancement meeting with ADRA-KAFHI was organized and delivered. The workshop focused on the following: community participation strategies; negotiating skills, development of an exit strategy, and mentoring smaller NGOs. CHANGES2 intends to continue with this capacity building initiative with its other three local partners, CHEP, PAM, and FHT, next quarter.

Implementation and Impact of Sub-Grants

The CHANGES2 sub-granting mechanism that involves stakeholders in assessing and awarding grants has encouraged district level staff to work as a team in supporting schools. For example, in

Ndola district in the Copperbelt province, the District AIDS Task Force (DATF) and a UN volunteer were instrumental in organizing field appraisals while CHEP, CHANGES2's partner NGO, disbursed funds to projects approved by the SMC committee. This arrangement provided transparency and joint ownership of the project. It is envisioned that the interest developed by CHANGES2 in district-level government and non-governmental agencies in supporting schools will continue after CHANGES2 has discontinued its logistical and technical support to targeted provinces.

In another development, Lifwambula Basic School in Central Province used part of its grant to support community education programs on the prevention of HIV and promotion of girl child education. The campaign encouraged young girls who left school to return. In the process, three girls who had entered marriages were re-enrolled and sat for their final grade nine examinations in December 2006.

FTI Infrastructure Improvement Grants

Infrastructure Improvement Sub -grant Operational Guidelines.

During the reporting period, CHANGES2 developed Infrastructure Improvement Sub-Grant (IIG) Operational Guidelines for the FTI grants to improve community school infrastructure. The operational guidelines provide instructions to AIR/CHANGES2 field staff, Sub-grant Management Committees (SMCs), and MOE staff and their partners on sub-granting procedures. The manual also describes the requirements for receiving a grant and provides templates used in the IIG sub-granting process.

Strengthening District Sub-Grant Management Committees

During the quarter, CHANGES2 initiated work to assist the GRZ in supporting and strengthening the provincial and district Sub-Grants Management Committees (SMCs) that were established during Year 1 of the CHANGES2 program. These committees, comprised of representatives of the MOE (DEBS offices), MOH, MCDSS, and the MACO assess sub-grant proposals, conduct field appraisals, recommend funding or outline required changes in proposals in order to be accepted for funding, and monitor the implementation of grants in schools and communities. In order to strengthen these committees further, and to prepare them take responsibility for assessing and awarding the FTI Infrastructure Improvement Grants (IIGs), provincial and district MOE building officers were admitted to these committees.

Additionally, all 31 districts and 4 provincial SMCs in CHANGES2 supported provinces were trained for two days. The main purpose of the training was to equip SMCs members with knowledge and skills for appraising Infrastructure Improvement Grant proposals.

2.7 Monitoring and Evaluation (M&E)

Baseline/Impact Assessment Survey

CHANGES2 conducted field data collection from 2006 intervention schools and 2007 control schools. For 2006, intervention schools data was collected from 6 schools in each province. For year 2, control schools data was collected from 8 schools in Copperbelt province, Central province and Southern province.

With this round of baseline data collection, CHANGES2 now has a full set of data for analysis of impact on 2006 schools, since pre-intervention data and post-intervention data has now been collected from both control and intervention schools. Cross-analysis of data and report writing will be done in the coming quarter.

Revision of M&E Plan

The revision of the M&E plan was completed in this quarter. This was necessary to include FTI activities which are being included in the program, and to remove AEI/Wrap Around activities which were scheduled for one year only and have been completed, and to revise targets which had been under- or over-estimated.

Monitoring Schools

With the revision of the M&E plan, the school level data collection instruments were also revised. Two data collection instruments have been developed, one for 944 FTI schools and another for the 412 core schools.

Copperbelt and Southern Province have since implemented school monitoring and data collection which was done by officers from the Ministry of Education. The findings will be reported in the next quarterly report.

M&E Database Development

A local consultant, Mr. Brad Fuller, was hired in this quarter to develop an access database for CHANGES2's M&E system. The database has been developed and arrangements are being made to test it with actual data to identify problems before it is put into full use. It is expected that the next quarterly report will be based on data from this system.

Training of Provincial and District Standards Officers and Guidance & Counseling Officers to Monitor and Support Community Schools (FTI)

An important FTI activity during 2007 is strengthening the capacity of the MOE at district and provincial levels to monitor and support community schools. Until now, community schools have not been part of the mandate of Standards Officers and Guidance & Counseling Officers in terms of their monitoring and support functions. To address this gap, CHANGES2 developed

monitoring and support instruments and proforma that capture data on school quality as well as issues related to OVC, and developed a brief training course in their use. Initially a TOT was conducted in Lusaka for trainers in each province who would then train one Standards Officer, one Guidance and Counseling Officer, and one District Resource Center Coordinator (DRCC) from each of CHANGES2 districts. It was intended that they would also train one Provincial Resource Center Coordinator (PRCC) from each of the program's four focus provinces. In all, 16 trainers (10 males and 6 females) were trained in the TOT, and, later, 104 of the provincial and district officers described previously were trained to conduct the monitoring and support of community schools, as is reflected in the following table:

Table: 2.7.3: Standards officers and guidance and counseling officers trained (FTI)

Province	DRCC		Standards Officers		Guidance & Counseling Officers		PRCC		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Lusaka	2	2	2	4	3	1	0	0	7	7	14
Copperbelt	5	5	11	1	8	2	0	2	24	10	34
Southern	7	4	6	7	7	4	0	0	20	15	35
Central	4	2	4	5	1	4	1	0	10	11	21
Total	18	13	23	17	19	11	1	2	60	42	104

3.0 MANDATED PROJECT RESULTS BY FUNDING SOURCE

Table 3.1 USAID Indicators

Objective (a)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to date)		
				M	F	Total	M	F	Total
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	13%	52%	TBD	TBD	TBD	21.6%	23%	22.3%
	Number of students participating in school health and nutrition. (USAID)	300,000	1,200,000	TBD	TBD	TBD	245,208	245,231	490,439

Students in CHANGES2 schools participate in the Health Promoting Schools (HPS) program. This program seeks to strengthen school health around four components: School Health Policies, Water and Sanitation/Physical Environment, Skills-Based Health and Nutrition and School-Based Health and Nutrition Services. As part of the HPS program schools are awarded as they developed stronger programs in each of these areas culminating in a school becoming a 'Blue' or model school. CHANGES2 not only supports schools to proceed in the HPS program but assesses schools vis-à-vis HPS goals. Thus, annually CHANGES2 will provide greater context for what 'participating in School, Health and Nutrition programs' means for students in CHANGES2 schools in terms of HPS criteria.

Note on calculation of target: CHANGES2 activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year, which gives 1,200,000 students over 4 years participating in CHANGES2 School Health and Nutrition programs. Percentages are calculated from 2,265,145 which is the estimated national total of students in 2005. Thus 300,000 = ~13% and 1,200,000 = ~52%.

Table 3.2 AEI Indicators

Objective (B)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	2,300	16,900	TBD	TBD	TBD	1,767	2,022	3,789
	Number of teachers trained (in-service) (AEI)	1,592	6,368	111	51	162	1969	1232	3201

CHANGES2 pre-service training will target student teachers in the ten teacher training colleges. In-service teacher training will target teachers in government and community schools. CHANGES will only count teachers as trained if a teacher receives at least 24 hours of training.

Note on calculation of target: 10,000 pre-service students will be trained in the first year, there after in year 2,3, and 4 only 2,300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years.

*1,600 in-service teachers (4 teachers per school by 400 schools) will be trained each year giving a cumulative total of 6,400 trained over 4 years. Because in-service teachers trained by CHANGES2 will conduct Teacher Group Meetings to share training lessons with the teachers at their school, these teachers will also be trained. After meeting with AEI representatives, in order to avoid undercounting, CHANGES2 will recognize these teachers in the monitoring plan in years 2, 3 and 4. Teachers, accordingly, will be counted as trained if they attend 4 TGMs and 1 additional IST activity in the course of the semester for both semesters. In year one, 1,600 teachers were directly trained. Because AEI financed 33% of these trainings this is counted as 528 teachers. In year2, 3 and 4 teachers will be directly trained and each of these teachers will train 4 teachers through TGMs. Thus (528+1064)*4=6,368*

Table 3.3 AEI Indicator

Objective (E)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)	Achieved (Project to Date)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	\$98,698	\$1,126,935
<p>Money obligated for teacher training represents AIR's total yearly AEI budget, which will be obligated for the support of teacher training activities.</p> <p><i>Note on calculation of targets: It is projected that for each of the first 3 years of the program USD800, 000 will be obligated. But in the 4th year USD1, 600,000 will be obligated. Total amount over 4 years will be USD4, 000,000.</i></p>					

Table 3.4 AEI Indicator

Objective (C)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Improved student learning	Number of children benefiting from improved teaching as a result of interventions (AEI)	380,00	1,520,000	29,773	30,988	60,761	588,209	612,218	1,200,427
<p>"Improved classroom teaching" for pupils can be achieved in three ways according to AEI: The way CHANGES2 will principally bring about improved learning environments is through a classroom served by a teacher with improved skills, either through in-service training, or having been the recipient of improved instruction at teacher training college.</p> <p><i>Note on calculation of target: CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year benefiting from in-service teachers. It is also estimated that in each of the 5 CoE (in 4 provinces) 320 pre-service teachers will be teaching as part of their college field work. Given an estimate of 50 children per pre-service teacher, the number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 5 colleges = 80,000 children per year. The combined totals for children benefiting from in-service and pre-service teachers will be 300,000 plus 80,000 = 380,000 per year or 1,520,000 over 4 years.</i></p>									

Table 3.5 PEPFAR Indicator

Objective (D)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs. (PEPFAR)	4,000	7,000	TBD	TBD	TBD	2,854	4,823	7,677
<p>The indicator tracks the number of individuals who benefit from OVC scholarships. It is anticipated that a majority of recipients in grades 10 and 11 will continue receiving scholarships through grade 12, representing a large portion of the annual 3,500 awards.</p> <p><i>Note on calculation of target: 4,000 new individuals will be provided with scholarships in the first year. Given that there will be a carry over of scholarship recipients over the next 2 years, it is expected that only 1500 new students will receive scholarships in year 2 and another 1500 in year 3. Hence a total of 7,000 over three years.</i></p>									

Table 3.6 PEPFAR Indicator

Objective (F)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Students receive effective skills training to avoid infection	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	4,740	18,960	3,536	3,601	7,136	17,599	13,766	31,365
<p>Number of individuals trained to promote HIV/AIDS prevention programs includes teachers receiving in-service and pre-service training on prevention programs through abstinence and/or being faithful, community members trained in HIV AB prevention as well as scholarship recipients trained as peer-educators in HIV/AIDS AB prevention programs.</p> <p><i>Note on calculation of targets: Number of individuals trained is constituted from four major groups: number of teachers trained (in-service), number of teacher trained (pre-service) and number of scholarship recipients and number of community members. Because PEPFAR funds account of 2/3 of the funds used to train teachers (in-service) only 2/3 of these teachers are counted as being trained under this indicator. Thus, for year 2 the indicator is calculated as follows: 66%*4000 teachers trained in-service (2,640) +2,300 trained pre-service+500 scholarship recipients.</i></p>									

Table 3.7 PEPFAR Indicator

Objective (G)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Improved knowledge and skills for HIV/AIDS prevention.	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	440,000	1,760,000	66,425	82,831	149,256	341,826	365,206	707,032
<p>“Number of community members reached” refers to community beneficiaries of out-reach programs.</p> <p><i>Note on calculation of target: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 1,100. This gives an annual target of 400 x 1,100 = 440,000 and a cumulative total of 1,760,000 over 4 years.</i></p>									

4.0 NON-MANDATED PROGRAM RESULTS BY COMPONENT

Table 4.1 School Health and Nutrition

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
Improved access to health and nutrition services resulting in lessened parasite burden	Percent of children self-reporting worms and bilharzia in CHANGES2 schools	10% reduction	10% reduction	TBD	TBD	TBD	7.3%	6.4%	6.8%
<p><i>Note on calculation of targets: The targets are based on the pre-test and post test measurements done by the Partnership for Child Development and Successful intelligence over a 3 year period in Eastern province under CHANGES which showed a drop in bilharzias infestation rates from >45% to <10%</i></p>									
	Percent of teachers from 400 schools correctly using SHN cards	50% of teachers sampled in intervention schools	50% of teachers sampled in intervention schools	TBD	TBD	TBD	22%	27%	25%
<p><i>Note on calculation of targets: Since the indicator is training based it is estimated that prior to training 0% of the teachers will incorporate the content of the training in their work but that after training at least 50% of them will do so. Five SHN cards will be sampled from one class in each CHANGES2 school and all must be correctly filled in according to set criteria. Since each class has one teacher the proportion of teachers correctly filling in SHN cards will be calculated from number of schools with correctly filled in SHN cards. Criteria for being deemed filled in correctly include:</i></p> <ol style="list-style-type: none"> <i>1. General information must be provided on the cover.</i> <i>2. Section on physical screening should be completed at the beginning of term 1</i> <i>2. Section on academic performance should be completed at the end of each term</i> <i>3. Section on treatment and immunizations given to pupils should be completed by teachers if in that school DAD had taken place. Health workers should complete part on immunizations whenever workers have visited a school and provided immunizations the children</i> <i>4. The teacher should record a child who has been absent for 1 week or more from school due to illness or other reasons. This should be cross referenced from the attendance register</i> <i>5. Referral cases should be recorded at the back of the card each time a child is given referral to the clinic or hospital.</i> 									

Table 4.2 Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	Number of yearly scholarships awarded	4,000	11,500	TBD	TBD	TBD	2,854	4,823	7,677*
Greater OVC support	Number of scholarship recipients benefiting from mentoring support.	4,000	7,000	TBD	TBD	TBD	2,479	5,374	7,853
<p><i>Note on calculation of targets: Mentors are teachers and grade 12 graduate former scholarship recipients who are specially trained to provide mentoring to scholarship recipients. The beneficiaries of mentoring are all scholarship recipients. Given that some pupils will receive scholarships over 2 or 3 years while others will graduate the net number of scholarship recipients and hence the number of recipients benefiting from mentoring is estimated at 6,500 as follows: year1=4000 recipients, year2=1500 new recipients, and year 3=1500 new recipients.</i></p>									

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs.	85%	85%	TBD	TBD	TBD	TBD	TBD	TBD
Note on calculation of targets: A target of 85% of the scholarship recipients are expected to be members of SAFE clubs every year.									
	Number of scholarship recipients trained as HIV/AIDS peer educators (c)	2000	3,250	TBD	TBD	TBD	657	1,228	1,885
Note on calculation of targets: It is estimated that half of the 6,500 scholarship recipients will be trained as peer educators. Hence 3,250 are expected to be trained as peer educators.									

* This figure is lower than that for last quarter by 176. This is a verified figure where as the last quarter figure was an estimate. This figure does not include the grade 10 student who will receive scholarships in the coming quarter.

Table 4.3 Small Grants

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Males	Females	Total	Males	Females	Total
Support HIV/AIDS prevention and mitigation	Number of Children benefiting from grant aided services.	60,000	240,000	TBD	TBD	TBD	153,605	156,250	309,855
	Number of grants awarded	80	320	-	-	TBD	-	-	243
Note on calculation of targets: It is estimated that about 20 grants will be given per province per year, or 80 for 4 provinces each year. The total number of grants over 4 years is 320. Given that the school and its catchment area will be the focus of CHANGES2 programmes and that the estimated average number of children per school is approximately 750 children, it is estimated that a minimum of $80 \times 750 = 60,000$ children will benefit from grant aided activities each year, and 240,000 children will benefit over 4 years.									

Table 4.4 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
Improved community support to schools	Number of community leaders participating in HIV/AIDS, SHN, and school improvement support activities	4,800	19,200	TBD	TBD	TBD	4,083	3,067	7,150
<p>“Community leaders” refers to male and female chiefs, headmen, traditional councilors, and religious leaders and other influential persons. “Support activities” refers to such actions as school feeding for students, dissemination of HIV/AIDS prevention messages, community support for OVC educational requirements etc.</p> <p><i>Note on calculation of targets: Two community leaders will be sensitized in each of the 400 communities each year over 4 years. Each group of two will be responsible for forming a community action group that consists of 8-12 members. Hence 800 community leaders will be sensitized each year, giving a total of 3,200 community leaders over 4 years. As noted, it is expected that each of these leaders will train 5 other community leaders in turn. Thus, the annual target is 800+ (800*5) or 4,800.</i></p>									

Table 4.5 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)	Achieved (Project to Date)
Improved community support to schools	Number of communities mobilized to take action concerning HIV/AIDS	400	1,600	TBD	836
	<p>“Mobilization” refers to participation in community focus groups, community action groups, and participation of community leaders in sensitization activities all of which lead to community planning and action.</p> <p><i>Note on calculation of targets: CHANGES2 will target 400 schools per year. Each school catchment area will be considered a single community. Hence 400 communities will be mobilized per year, giving a total of 1,600 over 4 years.</i></p>				
	Number of community action plans developed	300	1,200	33	455
	<p><i>Note on calculation of targets: It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, unlike CHANGES which focused on individual villages, it has been decided to project the number of community action plans developed at 75% which given 400 communities works out at 300 action plans per year. Over 4 years that gives 1,200 action plans.</i></p>				
	Percent of developed community action plans that are being implemented	80%	80%	N/A	70%
<p><i>Note on calculation of targets: Under CHANGES program phase I the percentage of community action plans implemented was 85% and under CHANGES Program phase II it was 77%. Given this experience, Number of developed action plans implemented under CHANGES2 has been projected at 80%. Definition of “implemented”: As in CHANGES, action plans are expected to have a minimum of one planned activity. Therefore, even if an action plan has several planned activities; it is considered implemented if at least one planned activity has been implemented.</i></p>					

Table 4.6 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	T	M	F	T
Improved coordination of and capacity for HIV prevention	Number of provincial level, district level, COE staff and other officials trained (PEPFAR)	300	600	339	199	534	604	429	1033
<p>On a regular basis, CHANGES2 will provide training to provincial, and district level officials from the Ministry of Education, Ministry of Health, and Ministry of Community Development and Social Services, as well as to senior staff from Colleges of Education, to enable them better coordinate improved education delivery and to mitigate the impact of HIV/AIDS on the education system. These achieved training figures generally will not “fit” neatly under other CHANGES2 mandated or non-mandated indicators. Likewise, the program will also be regularly conducting training of trainers’ workshops and specialized training in SHN, HIV/AIDS support, pedagogy, information technology, library management, and guidance and counseling; CHANGES2 will also be building the capacity of MOE and other staff through involving them in curriculum revision, training manual development, and materials development activities. These figures too will generally not fit neatly under other indicators. Hence, this indicator is a “catch all” table for these important activities and outputs that do not easily fall under other indicators.</p> <p><i>Note on calculation of target: The annual targets for this indicator are estimated, but it is anticipated that after year 2 the number of trainings for this group will decrease as all individuals will have received sufficient training.</i></p>									

5.0 FAST TRACK INITIATIVE (FTI) INDICATORS

Much of the FTI work during the first quarter focused on “research and development”; that is, developing the training course for community school teachers which will be delivered in April and August, putting in place the procedures and processes for awarding sub-grants, training Standards and Officers and Guidance & Counseling Officers to effectively monitor and support community schools, and so on. Therefore, inasmuch as the following indicators track activities with actual outputs, little progress is reported this quarter. This situation will change next quarter an onward when actual implementation in schools will be the main focus.

Table 5.1 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Reduced student-teacher ratio.	Number of community schools benefiting from ZATEC student teachers doing school based year and receiving COE support	125	TBD
<p><i>Description: Indicator tracks number of COE students placed in community schools to improve teacher/ student ratio.</i> <i>Note on calculation of target: It is anticipated that 250 students from the 10 COE in Zambia will be deployed in community schools in the ratio of two students per school. In this way 125 community schools are expected to benefit.</i></p>			

Table 5.2 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Training of community school teachers	Number of community school teachers participating in teacher education programs	944	TBD	TBD	TBD
<p><i>Description: Indicator tracks training of community school teachers by CHANGES2.</i> <i>Note on calculation of target: One teacher from each of the 944 community schools in the 4 CHANGES2 provinces will be trained.</i></p>					

Table 5.3 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Improved teaching practice by community school teachers	Percent of sampled community school teachers with improved teaching methods as a result of CHANGES2 activities	60% of teachers should show improvement in score	TBD	TBD	TBD
<p><i>Description: The indicator tracks translation of teacher training into teacher practices.</i> <i>Note on calculation of target: Pre-intervention data will be compared with post intervention data. The data will be collected from 6 community schools in each of the 4 provinces using classroom observations.</i></p>					

Table 5.4 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Improved performance among pupils in community schools	Percent of schools with increased pass rates among grade 7 pupils.	25%	TBD
<p><i>Description: Indicator tracks translation of improved teaching practices into improved student performance. Note on calculation of target: Pass rate data will be collected from schools by the MOE during monitoring. Pre-intervention data will be compared with post intervention data. It is expected that over the one year of FTI implementation 25% of the schools will show improvement. It is difficult to predict improved student performance in this context. The majority of learners in community schools are in the lower grades where there is no national assessment on an annual basis.</i></p>			

5.5 Sub-Grants

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Improved community schools infrastructure	Number of community schools with improved infrastructure	132	TBD
<p><i>Description: Indicator tracks number of schools receiving infrastructure improvement grants. Note on calculation of target: It is expected that in each of the 4 provinces 33 community schools will benefit from infrastructure improvement grants. Hence $33 \times 4 = 132$</i></p>			

5.6 Sub-Grants

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Community school pupils learning in improved school environment.	Number of community school pupils benefiting from improved infrastructure	26,400	TBD	TBD	TBD
<p><i>Description: Indicator tracks number of pupils benefiting from grants. Note on calculation of target: The average enrolment in community schools is estimated at 200. Hence $200 \text{ pupils} \times 132 \text{ schools}$ gives 26,400 pupils benefiting from infrastructure support grants.</i></p>					

5.7 Sub-Grants

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Improved educational support for OVCs	Number of OVC benefiting from grants to improve community schools	7,920	TBD	TBD	TBD
<p><i>Description: Indicator tracks number of orphans benefiting from grants. Note on calculation of target: Average enrolment in community schools is estimated at 200. Expected number of Schools benefiting from grants is 132. Orphans in these schools are estimated at 30 %. Hence number of orphans benefiting is estimated at $200 \times 132 \times 0.3 = 7,920$</i></p>					

5.8 Capacity Building

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Improved support for infrastructure preventive maintenance	Number of support visits to community schools by district Sub-grant Management Committees in CHANGES2's four focus provinces	132	TBD
<p><i>Description: Indicator tracks MOE support for sustainability of grant aided facilities in community schools.</i> <i>Note on calculation of target: Sub-grant committees are expected to visit each of the 132 schools expected to receive sub-grants at least twice a year. Hence $132 \times 2 = 264$</i></p>			

5.9 Capacity Building

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Strengthened MOE community schools support structure.	Number of standards officers and guidance and counseling officers trained to provide effective support to community schools and their teachers.	101	71	49	120
<p><i>Description: Indicator tracks capacity building in MOE supervision and support to community schools.</i> <i>Note on calculation of target: It is estimated that 2 standards officer and 1 guidance and counseling officer will be trained in each of 31 districts= 93. Together with the district personnel, 2 provincial SOs will be trained in each of the 4 provinces = 8. Total $93+8=101$.</i></p>					

5.10 Capacity Building

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Improved MOE delivery of support to community schools.	Number of standards officers and guidance and counseling officers providing effective mentoring and support to community schools and their teachers.	101	N/A	N/A	N/A
<p><i>Description: Number tracks capacity building in MOE supervision and support to community schools.</i> <i>Note on calculation of target: It is estimated that 2 standards officers and 1 guidance and counseling officer will be trained in each of 31 districts = 93. Together with the district personnel, 2 provincial SOs will be trained in each of the 4 provinces = 8.</i></p>					

6.0 SPECIAL EVENTS

Visit by EXEGESIS

A team of evaluators from Exegesis Consulting in South Africa visited Zambia in mid-January on behalf of the President's African Education Initiative, one of the key U.S. Government funding mechanisms of the CHANGES2 program. The focus of their evaluation was to assess the effectiveness and appropriateness of CHANGES2 in utilizing AEI funds. CHANGES2 assisted USAID with the development of the schedule of their visit and in attending informational and feedback meetings. AEI gave a favorable report on the use of AEI funds for the CHANGES2 Program.

Among the highlights the team mentioned were the excellent work they observed by teachers who were trained in psycho-social support of OVC and the operation of the sub-grants under CHANGES2 OVC wrap around. They also commended CHANGES2 on a number of other activities including the use of AEI funds to provide 12,000 college students with *In My Classroom: A Guide to Reflective Practice* which was found to be widely used and relevant as a resource manual for both COE tutors and student teachers. The team also noted that the addition of library books to colleges seemed to be having a positive impact on the student teachers as were the computer labs set up in five COEs.

Visit by USAID Education Office

The recently arrived Education Officer, CTO Katie Donohoe, with the USAID Communication Specialist, visited Choma to monitor what happens on a DAD. The main interest for the Communication specialist was to interview some parents, pupils and teachers on how they feel about the program. It was a successful trip and two schools were visited, Bbombo and Malumu.

Visit by USAID Deputy Mission Director

With a different mission, the USAID Deputy Mission Director, Melissa Williams, and the Education Officer visited Nansenga and Nanduba Basic Schools in Mazabuka District to observe how the sensitization meeting is conducted during the DAD; the other purpose was for the Deputy Mission Director to learn more about deworming. In the process, many other activities were appreciated by the visitors. The story is elaborated on in the 'success story' submitted by Southern Province and included earlier in this report.



USAID Deputy Director Melissa Williams at a sensitization meeting at Nansenga Basic School



USAID Deputy Director Melissa Williams signing the log book at Nansenga Basic School



Education Specialist Katie Donohoe shaking hands with the head teacher at Bbombo Basic School

Nansenga Basic School is a CHANGES2 2006 School. Community involvement at Nansenga is high and the community brings food to feed their children. They have planted a banana orchard which is doing very well. During the time for DAD, the community prepared mealie samp with groundnuts which was given to all children to eat before receiving medicine.



Nansenga Basic School Community Initiative on School feeding program

7.0 MANAGEMENT AND ADMINISTRATION

No special management and administration issues arose during this quarter.

8.0 PLANS FOR NEXT QUARTER

Teacher Education

- ***Training of Community School Teachers (FTI)***
The training of more than 900 community school teachers will take place in all 31 CHANGES2 districts. Teacher tool kits comprised of maps, globes, alphabet charts, dictionaries, MOE curriculum documents, scissors, string, attendance register, chalk, duster, chalkboard paint and paint brush, chalkboard demonstration ruler, compass, and protractor will be distributed. Each kit will come in a durable bag that can be easily transported from a secure location to the school on a daily basis.
- ***Placing ZATEC Student Teachers in Community Schools for Practice Teaching***
A meeting was held in February with the 10 Basic Education College Principals to ask for their assistance in placing ZATEC student teachers in community schools in the upcoming school- year placement. All but one principal welcomed the idea as a great way to support both ZATEC student teachers and community schools. Criteria for selection, accounting procedures and monitoring procedures were all refined in the meeting. Student teachers have, however, been delayed in their deployment to teaching practice due to late exam results from the Exams Council of Zambia. It is expected that deployment to schools will take place at the beginning of second term (May) with the disbursement of student teachers stipends by CHANGES2 sometime in late April.

- ***Support to TED's Task Force on College of Education Curriculum***
As Ministry deliberates the next steps in developing beyond the ZATEC course, a number of meetings have been scheduled to determine the nature of the next course. CHANGES2 has supported this initiative since 2006 but delays in the holding of a task force meeting have occurred repeatedly for a number of reasons. It is expected that CHANGES2 will support the meeting re-scheduled from last term to 11-14 in Sinazongwe. CHANGES2 will also offer technical advice, provide a number of reference materials and make a presentation on the articulation of different teacher education courses into one professional development framework. The outcomes of the meeting are expected to guide the way for the course development for basic school teachers beyond ZATEC.
- ***Monitoring and Support of Community School Teacher Training***
CHANGES2 and Ministry counterparts will monitor the 10-day community school teacher training activities in all 31 Districts during April. Colleagues from the NGO community will also be invited to monitor the training. In late May, provincial level meetings will be held to review lessons learned and chart the way forward for the follow-up training activity to be held in August. Materials will be developed in May for the August training based on session outlines submitted to MOE and CHANGES2 by the workshop facilitators after the training. Printing, distribution and orientation of facilitators will take place in June.

HIV/AIDS

- Begin implementation of HIV/AIDS Education at 4 COEs.
- Complete distribution of comfort kits to female scholarship recipients.
- Begin HIV/AIDS prevention activities with scholarship recipients.
- Begin review and funding of Year 2 grant applications for HIV/AIDS AB prevention activities.

School Health and Nutrition

- In the coming quarter, emphasis on the implementation of the SHN activities will be on supporting schools to become health-promoting. The first cycle of baseline data collection will be completed.

Scholarships and OVCs

- Follow-up on revival of the Ministry of Education Special Implementation Committee.
- Monitor the scholarships and support activities in schools.
- Capacity building of partners in data management and report writing.
- Facilitate a follow-up study of Grade 12 graduate students to track where they are and what they are doing (ascertain whether the scholarship provided has made an impact on their final performance in terms of grades they got).

School-Community Partnerships (SCP) and Outreach

- Provide TA in articulating SCP in the MOE policy document.
- Conduct special study on impact of SCP.
- Provide TA to MOE, MOH and MCDSS, and CHANGES2 field staff.

Small Grants

- Print and distribute IIG Operational Guidelines.
- Develop training guidelines and train IIGs recipients in grant management.
- Facilitate capacity building activities for lead NGOs.

Monitoring and Evaluation

- Test and start utilizing the CHANGES2 Access data base.
- Analyze Year 2 baseline data and write report for 2006 intervention and control schools.
- School level monitoring and data collection in Lusaka and Central Provinces.



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